

History 30

Canadian Studies

Canada is an interesting place, the rest of the world thinks so, even if Canadians don't. - Terence M. Green

Materials: Binder with Loose Leaf Geometry Set, Pencil, Pen, Eraser

Course Content (based on the curriculum from Saskatchewan Learning):

- I. Life before European Contact**
 - A. Geography and Settlement**
 - 1. Migration patterns
 - B. First Nations**
 - 1. Tribes
 - 2. Lifestyles
- II. European Contact**
 - A. Early Contact**
 - B. French Settlement**
 - 1. Contact and Settlement
 - 2. Society and Trade
 - a) Fur Trade
 - C. English Settlement**
 - 1. Contact and Settlement
 - 2. Society and Trade
 - a) Fur Trade
 - D. Seven Years War**
 - 1. Start
 - 2. End
 - 3. Consequences
 - E. Early Canada and It's growing Pains**
 - 1. Loyalists
 - 2. French/English Tensions
 - 3. Rebellions and Responsible Government
- III. The Nineteenth Century: The Road to Democracy**
 - A. Confederation**
 - B. Settling the West**
 - 1. Prairies
 - 2. CPR
 - C. Equality**
 - 1. First nations
- IV. External Forces and Domestic Realities**
 - A. Pre-World War I**
 - 1. Canada's Changing Foreign Policy
 - B. World War One**
 - 1. Canadian Battles
 - 2. Conscription
 - 3. Home Front
 - C. Roaring Twenties**
 - 1. Winnipeg General Strike
 - 2. Stock Market Crash
 - D. World War Two**
 - 1. Canadian Battles
 - 2. Home front
 - E. Social Safety Net**
- V. The Forces of Nationalism**
 - A. Nationalism**
 - 1. American/Canadian Relations
 - 2. Foreign Policy
 - 3. Human Rights
 - B. Troubled Times**
 - 1. Quebec
 - a) FLQ and the Quiet Revolution
 - b) Language and Politics
 - 2. Western Alienation
 - 3. Environment
 - C. Challenges and Opportunities**
 - 1. Rights
 - a) Human Rights Struggles in Canada
 - 2. Politics

The Aim of Social Studies Education

The aim of social studies education is as a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an interdependent world.

Evaluation:

Unit One - Life before European Contact	14.00%
Unit Two - European Contact	14.00%
Unit Three - The Nineteenth Century: The Road to Democracy	14.00%
Unit Four - External Forces and Domestic Realities	14.00%
Unit Five - The Forces of Nationalism	14.00%
Final Exams	30.00%

We have two types of evaluation

- 1. Formative Evaluation** includes exit cards, class work, homework checks, seat work and anything else that can be considered practice. These assessments will not be for marks.
- 2. Summative Evaluation** includes tests, quizzes, projects and anything else that cannot be considered practice. These assessments are for marks.

Formative Evaluations

Daily Work

- We will have many assignments that will be simply to reinforce the topic. Some of these will be for marks, some will not. Anything that is not for marks will be to prepare you for a Friday Quiz or a Unit test

Entrance/Exit Cards

- There will often be a question posted on the board either at the end or at the beginning of class. These questions will be done on an index card with your name on it. These are meant to be a "dipstick test" of your understanding of a particular topic.

Summative Evaluations

Assignments and projects

- We will be doing many assignments and projects that work and reinforce the topics introduced in class. Many of these will be counted for marks and in fact, more than a few are worth quite a bit.

Friday Quizzes

- Almost Every Friday will involve a quiz on all of the topics covered since the last Friday Quiz. These Quizzes will be no more than 10 questions each and will usually be corrected in class.

Unit Test

- There will be several Tests throughout the course.